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INFINITY AND ANTIQUITY OF CREATION.

BY J. Q. ADAMS.

MYRIADS of animals are living in the air we breathe, the food we eat, the water we drink, and the blood that courses our veins. A large portion of the crust of the earth is composed of the remains of animal matter; animals, some of them inconceivably small, and yet of most perfect construction and organization; animals that lived and died far back in the dark, dim vista of ages past, perhaps *millions* of years before the creation of Adam. There appears to be, and probably is no limit to the minuteness or vastness of creation.

Some of the animalcules are so small that *millions* may be found in a single cubic inch of rock. In a cubic inch of chalk, (a formation one thousand feet in thickness,) there may be found, by means of microscopic aid, more than one million well preserved animalcules with their shells. In Germany there is a formation fourteen feet in thickness, called the polishing slate, a cubic inch of which contains *forty-one thousand millions* of these microscopic animalcules.

Of the microscopic animals the *smallest* presented to us is the Monad. So minute is this animal that it must be magnified linearly nearly three hundred times in order to be seen by the human

eye at all, and five hundred times if we wish to observe it accurately.

When viewing creation in its minuteness, well may we exclaim, with Thomson :

“ Full Nature swarms with life ; one wondrous mass
Of animals, or atoms organized,
Waiting the vital breath when Parent Heaven
Shall bid His Spirit blow. The hoary fen,
In putrid streams, emits the living cloud
Of pestilence ; through subterranean cells,
Where searching sunbeams scarce can find a way,
Earth animated heaves ; and where the pool
Stands mantled o'er with green, invisible,
Amid the floating verdure millions stray ;
Each liquid, too, whether it pierces, soothes,
Inflames, refreshes, or exalts the taste,
With various forms abounds. Nor is the stream,
Of purest crystal, nor the lucid air,
Though one transparent vacancy it seems,
Void of their (its) unseen people.”

In contrast with these little animals, how huge, how vast is this earth on which we live. Viewing it from so low a stand point it swells into immensity. But, turn and compare the earth with the sun, the centre of our solar system, and earth in its turn rolls down into *infinity* ; for, were the sun placed centrally upon the earth, it would extend not only far out on every side of her orbit to the distant moon, but, also as far beyond the moon as the moon is from the earth, a body so great that were a railroad encircling it, and were we to take cars on that railroad and travel at the usual rate, resting only nights and Sundays, it would require nearly fifty years to encircle it. Still, notwithstanding the immense magnitude of the sun, when compared with other suns, *it* dwindles to a mere *point* in universal space and becomes comparatively an object too minute for observation. For instance, the well known bright star in the constellation Lyra would nearly fill the orbit of Uranus, which is *three thousand six hundred and fifty millions of miles in diameter*, — so vast that a person travelling at the accustomed railroad speed, day and night without cessation, would be more than *sixty thousand years* in passing around it. But even here we find no resting place.

Immensity in its vastness is still before us. Some of the nebulous stars, if placed centrally upon *our* sun, would extend with their atmosphere, in every direction far out beyond the great orbit of Neptune. The nebulous cluster called the "Milky Way," to which our sun belongs, is but a small fraction of creation, and yet, it is estimated to contain more than *eighteen millions* of stars, many of which, probably most of them, are centres to other systems, and when compared to our sun are of *enormous* dimensions. The powers of the most lively imagination soon weary in endeavoring to form even an *approximate* idea of this comparatively small number of dazzling luminaries, or indeed to obtain any just conception of the immensity of only *one* of these mighty, stupendous orbs. But among all the luminous worlds that people the regions of space, perfect order and harmony prevails. In the family of "Starry Hosts" discord is never known. These vast centres of light, accompanied by their primaries and secondaries, are themselves moving around some great central star. Maedlar, the celebrated German astronomer, supposes this central star or sun to be Alcyone in the Pleiads, being distant from us more than thirty-four millions of times the distance of our sun, and requiring thirty-seven years for light to pass from it to us. He thinks he has also determined the period of revolution of our sun, with its attendants, to be eighteen million two hundred thousand years; the mass of all the inferior systems — the suns situated between us and Alcyone — to be one hundred and seventeen million two hundred thousand times that of our sun. Travelling at an inconceivable velocity it requires, we find, then, more than eighteen millions of years to perform but *one* revolution, and yet it is probable, ay, quite evident, that our system has completed *more* than one circuit of its mighty orb in this boundless immensity of space. Geological science, for the formation of the various strata forming the crust of the earth, leads us back for the period of its inchoation, though periods of such inconceivable length that the powers of the mind fail to date the creative fiat. And yet the deductions from astronomical science fully corroborate those from geology. It has been but a few years since the belief was general, in fact almost universal, that the work of creation occurred only about six thousand years since, and that at that period our earth came rolling from the hands of its Creator. But this be-

lief has been overthrown by the developments and investigations of geologists. Let us now see if revelation and astronomy do not equally oppose such a theory. Revelation teaches that "in the *beginning* God created the *heavens* and the *earth*." The creation of the "Starry Hosts" then, which dot the regions of space, was synchronous, far back in the *beginning* with that of the earth and our solar system. On the morning of the creation the earth and all the blazing orbs that constitute the heavens, at the sound of the Almighty fiat, from nothingness sprang into being, and started at once with concurrent action on their harmonious journeyings. Thus we learn that the primitive earth is *equi ancient* with all the shining points that people the starry firmament above; also that the creation of the earth and its duration thus far is a synchronome, as well with the *most distant* systems of worlds as with the *less remote*.

Light from these distant bodies could not have started *prior* to the morning of creation, and yet astronomers tell us that it requires millions of years for light to traverse the intervening distance before reaching the earth. Sir Wm. Herschel estimates that light must have been more than two millions of years in passing from some of the nebula he was examining, to the earth; and later astronomers assure us that there are nebula discernable, which are so remote that it must have required more than *thirty millions* of years from the date of creation before their light could have reached the earth. And yet how long these silent whisperings have been conversant with earth, we know not. Neither can we tell how far back *beyond* this period to date their *beginning*. This, and this only, do we know, that the date of the act of creation must be *anterior* to any such period. It is very probable, even quite evident, that light has been traveling from some parts of this "boundless universe" ever since the dawn of creation, and not yet reached us.

Some of these heralds of the "*Mighty Past*" may now be just arriving, some just entering within the range of the far seeing telescope, others perhaps are only *midway* in their journeyings to earth. And yet revelation tells us that the inceptions of these systems, so remote in the illimitable regions of space, were synchronous with those of the earth. Thus we find that, independent of geological science, we can satisfactorily determine the great antiquity of creation, and consequently of the earth. Mother earth is

truly venerable with years. She is now old, very old indeed, and yet she moves on in her accustomed orbit with as much precision, sprightliness, and grandeur, as when first the morning stars sang together and the sons of God shouted for joy. Dr. Dick, the author of the "Christian Philosopher," in endeavoring to convey some idea of the boundless extent of space, gives the following sublime illustration: "Suppose that one of the highest orders of intelligences is endowed with a power of rapid motion superior to that of light, and with a corresponding degree of intellectual energy—that he has been traveling without intermission from one province of creation to another, for six thousand years, and will continue the same rapid flight for a thousand million of years to come—it is highly probable, if not absolutely certain, that at the end of this vast tour he would have advanced only to the suburbs of creation—and that all the magnificent systems of material and intellectual beings he had surveyed during his rapid flight and for such a length of ages, bear no more proportion to the whole empire of Omnipotence than the smallest grain of sand does to all the particles of matter contained in ten thousand worlds like ours. No wonder, then, that the Psalmist was so affected with the idea of the immensity of creation that he seems almost afraid lest he might be overlooked by the great Author of all, and is led to exclaim, 'What is *man* that thou art mindful of *him*!' "

Spring Hill, Ind., Feb. 16, 1858.

Not that which men do worthily, but that which they do successfully, is what history makes haste to record.

A helping word to one in trouble is often like a switch on a railroad track—but one inch between wreck and smooth-rolling prosperity.

He who is false to present duty breaks a thread in the loom, and will find the flaw when he may have forgotten its cause.

A man, in this world, is a boy spelling in short syllables; but he will combine them in the next.

PHYSICAL CULTURE.

BY G. B. WINDSHIP, M. D.

FROM the manner in which great truths have been recognized at one time and neglected at another in the world's history, it would almost seem as if they had their revolutions like the sun; and were destined at one period to shed light and warmth upon mankind, and at another to be borne so far from us in their orbits as to shed but a wintry radiance. The essential fact in education, that a proper culture must unite strict care for the body with a judicious mental training, was better appreciated and understood in ancient Athens in the time of Plato, than in our own time in that trimountainous city, sometimes playfully called the "Modern Athens."

The present movement in behalf of physical culture would seem to encourage the belief that a revival of some of those great convictions in regard to education, which prevailed in ancient Greece, is now about to dawn. In its full sense, education is a leading forth of the faculties of the mind through the healthy development of those of the body. In physical culture, I would comprehend culture of the body in its most extended sense; not of the trunk alone, but with it of the neck, head, and limbs, and of whatever of us is material: it is the application of means for physical improvement, the avoidance of habits that infallibly involve physical degeneracy; the development of the bodily powers; the conversion of disease into soundness, of weakness into strength, of awkwardness into grace, of disproportion into correspondence; in short, the elaboration and finishing of the edifice in which mind resides — that temple made of clay — that house we live in.

Improvement of one's physical state can never be entered upon too early, and so long as there is an atom of life and strength, never too late. Let no one despair of success in the attempt. Dr. Warren, in his little work on Health, tells us of a member of the legal profession who practised gymnastics for the first time and with the happiest results, when nearly seventy years old. Cornaro, the Italian, whose treatise on Health and Long Life has given him

a world-wide reputation, began at forty to repair the ravages which many years of dissipation had made upon a constitution naturally infirm ; and, in spite of the predictions of all his physicians and friends, he succeeded not only in restoring the health he had lost, but in gaining a health he had never before experienced. He was eighty when he published his treatise ; lived to see it through four editions, and died tranquilly in his bed after he had completed his one-hundredth year.

In this connection it is worth while to observe how much may be accomplished by simply correcting a single bad habit. The legal gentleman to whom Dr. Warren alludes, was much benefitted by gymnastics. On the other hand, Cornaro, as he himself states, found a panacea for all his ills, in a careful avoidance of intemperance in eating and drinking. It is indeed of little consequence what path we pursue, if by it we can reach the desired goal, *tuto, cito, et jucunde*. Sometimes it may be inconvenient to take the best path ; let us, then, do the next best thing. At an early age I was told by many that to practice a heroic degree of self-denial, and to *rise from the table hungry* was the way to secure health. For many years I tried to do this, but succeeded very imperfectly. I at length resolved to attempt the next best thing, and am not sure that it was not the best thing of all. It was merely this — to put no extra restraint upon my appetite, to practice no very rigorous self-denial, but to eat and drink about as much as I desired, and then by my subsequent self-management, to take care that I should make myself *need* every particle I had swallowed.

Soon after I began to carry out this principle, I experienced a cessation of indigestion, and the many ills to which it gives rise. Having found, too, that this principle worked well in the long run, I still retain it as one of the cardinal rules in my method of training.

And what is my method? you will perhaps inquire. It is the doing the right thing, in the right way, at the right time. It is the obtaining a sufficiency without going to excess. It is the using my own discretion about everything, without blindly following another's precept or another's example, or even tying myself down to rules of my own devising. It is the carrying out of what may seem to be the expediency of the moment. It is the doing what may seem best under the circumstances.

But though it may be difficult for me to describe briefly and clearly what my method is, that is no argument against its efficacy. What other method would have insured for me an appreciable gain in strength, day by day, month by month, and year by year, with an almost entire exemption, meanwhile, from any but the most trivial disorders? Let the following facts speak for themselves:

I was nearly seventeen years of age before I seriously undertook to improve my physical condition. I was then but five feet in height and a hundred pounds in weight. I was rather strong for my size, but not strong for my years, and my health was not vigorous. I am now twenty-six years of age, five feet seven inches in height, and one hundred and forty-eight pounds in weight. My strength is more than twice that of an ordinary man, and my health is as excellent as my strength.

What has produced this astonishing change in my physical condition during the last nine years? I will attempt to sum up a few of the proximate causes that may have led to this result.

1st. I have breathed an abundance of pure fresh air almost constantly.

2d. I have exposed myself sufficiently to the sun.

3d. I have eaten an abundance of wholesome food.

4th. I have drank less than a quart of spirituous liquors, and less than a gallon of fermented.

5th. I have used less than an ounce of tobacco.

6th. I have taken, nearly every day, about a half-hour's gymnastic exercise in the open air.

7th. I have conformed to the customs of society only so far as they were not at variance with health.

8th. Regarding procrastination as the thief not only of time, but also of health, I have shunned it as especially dangerous in all matters pertaining to physical well-being.

9th. I have poisoned myself as little as possible by food contaminated with lead, copper, brass, or bell-metal.

10th. I have developed my body harmoniously.

11th. I have allowed myself at least ten hours rest in almost every twenty-four.

12th. I have paid a due regard to bathing, without, however, rendering myself amphibious, or carrying a good thing to excess.

13th. I have been particular that every portion of my dress should be as loose and easy as the freest action of my muscles and limbs would demand.

During these nine years, while endeavoring to promote my physical welfare, I have made the following discoveries :

1st. That whatever increased my strength improved my health.

2d. That one means of improving my health was to increase my strength.

3d. That the stronger I became, the healthier I became.

4th. That it was as easy for me to increase the strength of my body as it was that of a magnet.

5th. That, by developing my body harmoniously, I could preclude the possibility of hernia, or any other serious injury, that otherwise might arise from an extremely violent action of my muscles.

6th. That lifting, if properly practised, was the surest and quickest method of producing harmonious development ; while it was also the most strengthening of all exercises, and consequently the most healthful.

7th. That it was better, while exercising, to perform twenty different feats once, than one feat twenty times.

8th. That it was possible for me to take, in fifteen or twenty minutes, all the gymnastic exercises that I should need in twenty-four hours.

9th. That I could gain faster in strength by forty minutes gymnastic exercise, once in two days, than by twenty minutes of the same daily.

10th. That, as my strength increased, my exercise should be more intense, but less protracted.

11th. That increase of the muscular power was attended with increase of the digestive.

12th. That one means of increasing the digestive power, was to increase the muscular.

13th. That many articles of food had formerly proved injurious to me, not because they were really unwholesome, but because I was unable to digest them.

14th. That a person may become possessed of great physical strength, without having inherited it.

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14th. That a person may become possessed of great physical strength, without having inherited it.

15th. That, by increasing the strength, a predisposition to certain diseases may be removed, and diseases already present removed or mitigated.

16th. That increase of strength cannot long continue, on a diet exclusively vegetable.

17th. That increasing the strength made excretion take place less from the skin, but more from the lungs and the other emunctories.

18th. That what benefits a part of the body, benefits more or less, the whole.

19th. That, long before I succeeded in lifting 1100 lbs. with the hands, or in shouldering a barrel of flour from the floor, I had ceased to be troubled with sick headache, nervousness, and indigestion.

20th. That a delicate boy of seventeen need not despair of becoming in time a remarkably strong and healthy man.

Having made the subject of health and strength a speciality for so many consecutive years, and with a success that has excited much interest, it may be pardonable in me to offer the following rules for the promotion of physical culture :

1. Select, if possible, for your sleeping apartment, a room on the "sunny side."

2. Let the sun have access to it at least six hours a day.

3. Keep it thoroughly ventilated the whole time, particularly during the night.

4. Contrive, however, to have it thoroughly ventilated without subjecting you to too great a draft.

5. Practise general ablution at least once a week in cold weather, and twice a week in warm, but seldom oftener in a New England climate. [In offering this rule, I expect to be censured by quite a large class in the community who seem to delight in daily soaking and splashing in water, not having, probably, the slightest consciousness that by so doing they defeat every intention for which water is externally applied.]

6. Allow yourself not less than eight hours' rest as a daily average. [I allow myself not less than ten.]

7. Never, while in good health, let the temperature of your

apartment, when heated artificially, get above 70° by Fahrenheit. [I prefer for myself a temperature of about 60°.]

8. Keep the atmosphere of any apartment you occupy sufficiently pure, by occasionally opening windows, and sufficiently moist, when it is being artificially warmed, by the constant evaporation of water.

9. Never forget that the combustion of any inflammable substance is invariably productive of poisonous gases.

10. Never use food of any kind, if you can conveniently avoid it, that you have reason to believe was prepared in a copper, brass, or bell-metal utensil, no matter how scientifically such utensil may have been "protected."

11. Never use water internally or externally that has come in contact with *lead* or any other poisonous substance, if you can have choice of that which has only come in contact with iron, gutta percha, or glass.

12. If you must use water that has come in contact with a poisonous substance, neglect no expedient for rendering such water as nearly free from it as possible.

13. Most use that kind of food which you most prefer if your experience is not against it, without regard to what Liebig has said of its chemical constituents, or Beaumont of its digestibility.

14. Never "rise from the table hungry," if you are not an invalid, but completely satisfy your appetite. The digestive power, like the muscular, will be weakened, if not vigorously exercised.

15. Avoid excessive exercise of either mind or body, lest you create a necessity for narcotics and stimulants.

16. Avoid too little exercise for the same reason.

17. Increase your strength as one means of improving your health.

18. Practise lifting as the most strengthening of all exercises, and consequently the most healthful, but practise it with the utmost caution until you have ceased to have any weak point.

19. Use dumb-bells as a means of exercise, to be ranked next to lifting in importance, and let them be always as heavy as you can conveniently handle, but use them with great caution, and never for a longer time than ten or fifteen minutes in the course of a whole day.

20. Develop the body harmoniously, in order that you may preclude the possibility of hernia, or any other serious injury which otherwise might result from a violent action of your muscular system.

21. Never let the duration of gymnastic exercise exceed a half-hour daily, or an hour once in two days.

22. Never rise early unless you retire early, or sleep with your windows closed, or have something to attend to which will not permit you to lie late.

23. If you retire late, or sleep with your windows open, lie until you feel like rising, whatever may be the hour.

24. Gradually wear less clothing about your neck until you wear so little that you can at any time allow your neck to be entirely exposed without being liable to take cold.

25. Be careful that your dress is at all times loose and easy in every particular.

26. Conform to the customs of society no further than your health will admit.

THE DAY OF JOHN THE BAPTIST, AND THE NIGHT OF ST. THOMAS.*

A PUZZLE FOR GRAMMAR SCHOOL SCHOLARS.

JOHN, a giant sixteen feet tall, was married to a mulatto woman, who measured only eight feet, and was unable even to fan her husband, or drive off the flies from his face when he came home, overheated and tired, after many hours of labor. John had heard that a beautiful negro woman was living in the north, just as tall as himself, who unfortunately was married to a Mr. Thomas. This man was as short as Mrs. John, and so feeble that he could not even fill the warming-pan, or keep a good fire in the room, still less get some wood from the surrounding forests. John

* This parable is intended to show the changing length of days and nights between the longest day and the longest night. The day of John the Baptist is celebrated by some Christian denominations on the 24th of June; while St. Thomas's day falls on the 21st of December.

opened a correspondence with that Northern Giant, which ended in the mutual desire of both parties to get rid of their shorter halves, and then be married.

According to agreement, he started, on the 22d of June, for the north, to see his expected bride. It was a long journey, which was calculated to last just six months. Poor John did not observe that the farther he travelled, the shorter he grew. Having hitherto lived in the warm south, he was so much affected by the cool days of autumn and the cold blasts of approaching winter, that his whole frame began to contract, and that, for every month, he lost more than one foot in length. Nay, more ; the cold chills which he experienced made him believe that he was growing taller every day. This belief was strengthened by the fact that, on account of the position of the earth to the sun, his shadow grew longer the farther he travelled.

At last, the journey was ended, and John was ushered into the presence of Mrs. Thomas. She appeared very robust, behaved very dignified, and wore a splendid diadem of stars. John was almost beside himself when he found that his lady was twice as tall as himself, and that, with his best efforts, he could not reach up to that heart which had loved him so much. The queen of the night told John, that, under existing circumstances, the engagement must be broken off ; but was kind enough to offer her betrothed the hospitality of the kitchen, where he might stay with Mr. Thomas as long as he pleased.

With ice in his heart, the humiliated John left this place without even staying over night. He traveled homeward as fast as he could. When he approached his former residence, he had regained his usual length. Having arrived home, he invited Mrs. Thomas to come and visit him, saying, in his letter of invitation, that he would not suffer by comparison, if he only were seen at his own home, and at daylight.

This letter reached its destined place on the 21st of December ; and, on the morning of the next day, Mrs. Thomas took a splendid sleigh, and started on her journey towards the south. Unfortunately, the snow gradually diminished, and finally disappeared ; and our fair traveller was melting away in the heat of the sun, as an iceberg dissolves when drifting into a warmer climate. We

need hardly state that this second meeting was as humiliating to Mrs. Thomas as the first had been to Mr. John. The parties soon separated, never to meet again. John called his wife, with whom he had lived so long, admired her beautiful, golden hair, and resolved never to neglect her any more. A letter was received by John, a year after, in which his northern friend informed him that she had safely arrived home; that she was again reunited with her old, well-tried husband, and that she preferred the silvery hair and the snowy beard of Mr. Thomas to all the pomp and luxury of the south.

THE FAMILY.

THERE are four things which are necessary to the healthy growth of a country — School, State, Church, Family. But I am not without serious apprehension, that, in the working of the Family, we are in deeper dereliction than in the working of the School, the State, or the Church.

This, let it be said, in the first place, is primary to the other three. It is so, not only in the order of time, but in the importance of its agency, and the permanency, for good or for evil, of its impressions. You see marks of the family on the child in school, on the citizen in the state, on the Christian in the church. The family does a work upon children, and that is upon *every* body, that nothing else can do, and that nothing else can undo. The family mark, made upon the child, he carries through life, and forever. All *primary*, as I said. From late planting, or early frosts, let the cotton be a poor staple, — and the growers and manufacturers know what that means, — and no matter how perfect your mills, or how practised your operatives, your sheetings and your calicos come out a failure. But be there in the cotton a prime staple, and even rickety mills and unskilled hands will hardly spoil it. It will come out, at worst, a kind of self-made fabric, in which you will still find strength and firmness of texture, however the fine finish may be wanting.

This primary institution, the family, is with us. The laws re-

cognize it ; the Church recognizes it ; public opinion recognizes it. We have it. The fanatical reformers who would explode it have gone, where all their followers must go, to the "dead sea."

The family is with us ; but I tremble to see how it is worked. I fear its "staple" is running down. There is so much of late planting, and neglected culture, and early frost, that it degenerates ; it is already so inferior that the school, the state, and the church, in their very best moods, can manufacture out of it only second quality goods.

And what is our mismanagement of the family ? One great and summary mistake in working the family, as it seems to me, is that each domestic group is not kept sufficiently by itself. Home is not enough a separate world. And hence the failure of its intended good. This is the point to which I will speak. What I will offer, therefore, will simply be an argument for staying at home.

This rule of staying at home will have its limits, of course. I propose not to forget it. Nor am I unaware that some families are precious exceptions to the street-life doctrine. Yet all will concur, when I speak of it as a great and wide-spread evil, that the domestic privy, instead of being a sacred and close retreat, is wretchedly open to the world. The Israelitish children stroll out, Canaanitish children stroll in. The result is, the language of Ashdod is common to them all.

Our children come home to get their food, their clothes, their sleep. Why do they not come home for their pleasures and their culture ? Is home only a place for children to be born and suckled — then to run wild ? Or is it the heaven-appointed place to make men and women sure candidates for honor and welfare here, and for glory, and honor, and immortality, hereafter ?

Does some one say it is impracticable thus to keep the family at home ? But how so ? Let the pestilent breath of the plague be in the streets, and how easy to keep your doors shut, and your children within ! No lure will tempt them abroad. But, as things now are, there is a moral pestilence in the streets, more to be dreaded than any breath of the plague. It creates mightier reasons why families should be ensconced at home. The pleasure as well as the safety of home should be all the more welcome — the more chosen, because of the harsh voices and dark visages that are with-

out ; because of the treachery, fascination, and seduction, that are sure to compass the unwary.

Suppose, then, staying at home were the order of the day. Children go from home to school, and from school home. The young people, and the parents, go from home to the calls of duty, and from these duties home. And they *make it to be home* — a sacred enclosure, shut away from the world. Not one family does this, nor nine, nor ninety and nine ; but the whole hundred. And now, what was barely possible to the individual family, becomes a hundred times easier, from co-operation. If there were no children in the streets, mine would not beg to go.

The point is gained. Everybody is at home. And this, let me say, is only acting up to the nature of the case. A family is a world by itself ; a little monarchy ; not a republic, a monarchy ; after the similitude of heaven. There are two things in heaven — governing and being governed. In every family there must be the same. There are two other things in heaven — loving and being loved. So it must be in every family. To copy the divine exemplar, is to be perfect.

But is there no limit to this staying at home ? Shall there be no out-door intercourse ? Let me be the last to put an end to social life. Let it be cultivated ; and let what I am pleading for, come in to heighten its character, sweeten its pleasures, and increase its benefits. Families, I said, are little monarchies. They are the type of bodies politic. Let their intercourse be a kind of diplomacy — all in state. Avaunt all miscellaneous herding together. Never forget the rules and limitations which personal dignity and self-respect always require. Pay your respects to your neighbors, and do it with a hearty good will. Mingle with your friends, and let a warm, vitalizing benevolence, acting and re-acting between you, double all your joys. Let your children do the same. Do the same ? Let them do it with you, and as a part of you, and all find home together.

And now for this intercourse with neighbors and friends, ordinarily let the day, not the night, be taken. I speak considerably and earnestly ; however it may seem to some of you like beating the air. Use the day to be abroad. At night be within your own doors. “Lead us not into temptation.”

Think not now, fathers, of grudging the time it will take from your business. Here is something of infinitely greater consequence than silver or gold, for which you give time so freely. This rearing of children, forming their characters—by doing it, or equally by not doing it—and thus fixing their eternal state. O, let me tell you, money has no meaning when it comes into such a comparison. Many a man has felt it so, when he has come at length to stand, heart-broken, speechless, with eyes that cannot weep, over the ruins of a son, or a dishonored daughter. What millions would he not give—and more—till his back was cold, and his mouth hungry, and his head pillowless, could he but make that son a man, or that daughter a woman! Away, then, your hot pursuit of the million, and come to this infinitely greater work—the guardianship and culture of your child. Take the safer hours of the day to open your house for others, or to venture abroad yourselves. And let night—if it must have its temptations, its carousals, its prowling monsters, that wait for evils—find you at home. There gather your circle, in your own pure, crystalline state; and in the light of your own lamp take on improvement. Rely on the workings of your own minds and hearts; rally your own elements of thought and conversation; and never think of needing anything beyond yourselves, and your God, to make your hours short, your evenings happy, and then your pillows soft.

O, this evening at home!—it is the golden part of your life. How exhaustless its resources for mutual entertainment and profit! The piano or not, according to circumstances, and not important; books, in endless variety, and up to the latest hour; conversation, as versatile and tireless as the twitter of the swallow, or the chorus of the canary. History, with scenes and characters, a boundless store; the themes of Christianity, all heavenly and divine, sweeter than honey to the mouth; new chapters from the laboratories of science, and the cloisters of art; letters from friends, sometimes far-off friends, making recollections dance, and setting hope on tip-toe. And now, at length, the closing hour—the family Bible, the hymn, the prayer, filled with the breathings of all their glad and joyous hearts. And now I seem to see, on their pillows, a sleep like that which comes to angels' eyes—so light, so celestial. There you have it, then—the *family at home*. And no chimera; no un-

earthly impossibility. It is all practicable. It is what the family constitution originally contemplated ; and what every family ought to be. Give the matter the care it deserves, duly subordinating other things thereto, and in less than a month, the reality would be here — in many, many a smiling home.

Suppose it done. Suppose all our families such ; what sort of evening would come to-night ? We'll stop, and see. I see angels all abroad, listening, it is so still. In each house is a little paradise, of more account in heaven than those sprinkled door-posts in Egypt. The clock stikes nine, ten, eleven, twelve ; the angels have gone up to tell the wonder — “ No brawl in the streets ; no shouts in any ball-alley ; no excesses in any saloon ; no vomit in any rum-cellar ; no cursing and wrath under the key of the watch-house ; ” and all simply because the families are at home, and rightfully cultivated. Oh ! what a gift God gave, when he gave the family ! And what a ruin Satan achieves, when he spoils it ! — *Friend of Virtue.*

HISTORY AND PROGRESS OF EDUCATION.

[THE heading of this article is the title of a book which we noticed in our February number. From an Introduction, written by Hon. Henry Barnard, LL. D., for this work, we make the following extracts :]

“ THERE is no department of human exertion, in which a preliminary historical knowledge is so necessary as in education. For this there is both a general and a special reason. The education of a people bears a constant and most pre-eminently influential relation to its attainments and excellences — physical, mental, and moral. The national education is at once a cause and an effect of the national character ; and, accordingly, the history of education affords the only ready and perfect key to the history of the human race, and of each nation in it, — an unfailing standard for estimating its advance or retreat upon the line of human progress.

But the special reason just alluded to, is yet more in point at this time. It is, that there is no department of human exertion

whose annals are more brilliant with displays of industry, talent, and genius, whether successful or unsuccessful; and consequently none in which reference to the past will afford such abundant materials for improvement in the present.

In our own country, all this pre-eminent truth, regarding education, is again still more pre-eminently true. Nowhere among civilized nations is the business of education pursued with such utter lack of system, such complete, unsympathizing, independent, self-dependent isolation of effort, — though yet with a fervor, devotion, energy, and natural capacity almost equally unrivaled.

Yet our system of education has, nevertheless, been so universally and efficiently successful as a *practical* system — or, to state more correctly what is a cotemporary rather than a resulting fact, the men and communities trained under it have been, and are, characterized by so many excellences — as to furnish what seems a conclusive refutation of the positions taken.

But the reason of this is not to be looked for in the system itself. It can only be found by means of a broad estimate of the total influence of all the social, political, and religious circumstances of our people.

Men and women growing up under such circumstances, will commonly become good and useful and intelligent members of the commonwealth, by virtue of forces which might even be termed independent of a few years' schooling, were it not that we know how greatly the school training aids, fortifies, confirms, and enhances all the good results of the other influences of life.

The comparatively high standard of mental and moral attainment reached by the graduates of our educational institutions, is not a proof that our educators do not need the same aids, and the same use of them, as those of other countries. Because they succeed astonishingly well without them, it would be folly to argue that they would not succeed still far better with them; and if this is so, it is unnecessary to prove at length that it is a duty to use them.

The educators of the United States are peculiarly destitute of the advantages derivable from a competent knowledge of the history of education. Deprived, as most of them are and must be, of any thing like a scientific training in their profession, and thus left to make the best use in their power of their own recollections of

school-days, of brief and superficial observation, and of short courses of technical instruction at teachers' institutes or normal schools, they are liable to all the errors of inexperience and youth. And by just as much as they are ardently interested, by just as much as their minds are full of their occupation, and fruitful in suggestions of principles and methods for prosecuting it, by precisely so much are they more liable to re-invent modes and ideas which have been tried and given up before, and thus to spend precious months, or years even, in pursuing and detecting errors which a small knowledge of the history of their profession would have prevented them from practising for a moment, and would have taught them carefully to avoid.

A self-taught modern geometer, who, in the forests of the West, should re-discover the solution of the Pythagorean problem, — or a mathematician who should, in solitary, ignorant study, re-invent the common system of logarithms or the calculus, might possess a genius as great, possibly, as Pythagoras, or Napier, or Newton. But the vain pomposity of a self-taught genius is proverbial. The manner of his announcement of his discovery, if not the matter of it, would insure him infinite ridicule; and his wisest friends could furnish him no consolation better than their regrets that, instead of painfully laboring through those difficult ways, he had not exercised the privilege and the duty of the judicious student, passed forward to the existing limits of knowledge by the friendly aid of his predecessors, and then expended his powers, at once for his own real fame and for the actual good of his race, by bravely plunging forward into the infinite realms of the unknown, and adding a new province to the empires of human thought.

Instances of the wasteful method of re-discovery here alluded to, often come under the notice of those whose reading has made them acquainted with educational history. It is unnecessary to cite in this place more than one or two of these, for illustration's sake. Within a few years, the use of newspapers in schools, in the place of reading-books, has been recommended in various quarters, as a modern invention. It is modern only in the same sense in which newspapers are modern; for that great educator and excellent man, John Amos Comenius, recommended the same use of a gazette published in Holland, or of some periodical of similar character,

about the year 1640, when newspapers were first struggling into existence. The various uses of apparatus, of school museums and collections of natural history, of the whole circle of actual objects which are, at the present day, more and more urged, and brought into use to illustrate and enforce the oral instructions of the teacher, were all elaborately advocated, in principle, and to a great extent in detail, by the same Comenius, and again, with vastly greater good fortune and success, after the lapse of a century and a half, by Pestalozzi. Indeed, it is little or no exaggeration to say that the whole range of the "modern improvements" in instruction, which are now in progress among us, which are doing so useful a work, and which are regarded by their advocates and exemplifiers with so much just complacency, will be found to have been conceived, and often discussed and elaborated at great length, seventy years ago, by the little company of ardent and laborious teachers who, with Pestalozzi, did so great a work at Burgdorf and Yverdun.

But this presentation of the point under discussion will suffice; and its length would even be superfluous, were it not for the singular exception to the good old rule of judging from experience, which has prevailed in the case of education.

TEACHING ASTRONOMY.

THE editor of the *Carolinian*, Fayetteville, N. C., had some experience in teaching astronomy, of which he gives the following very amusing account:—

We were teaching an "academery," down in the wire grass county of South Georgia, soon after we left college, and among the "higher branches" taught in that "institution," were the rudiments of Astronomy, to which advanced text-book we had introduced a class of sand-hill boys and gopher-trapping girls, ranging in age from fourteen to twenty years. A few recitations, confined principally to the correction of mutilated pronunciations — as "stairs," "hevingly bodies," "the yearth," "comics," "planics," etc., and we made to the "advanced class" the startling and in-

credible announcement that the sun did not rise and set daily; that the revolution of the earth on its axis made night and day, etc. There were a few open countenances in that gaping, wonder-stricken class, about then.

Next morning, we were waited on by a grave, sage-looking patron of ours, who, with some asperity of countenance, as we imagined, contemptuous severity of expression, thus delivered himself:

"We 've employed ye here to larn our young 'uns, haint we?"

We assented to the proposition.

"Well," continued he, "what's all this riggy marole and stronomy, and stuff about the sun not settin' and risin', and the yearth turnin' upside down of a night, and sich like infidel talk ye 've been foolin' the scholars with?"

Now, thought we, for a triumph of science—a lighting up of this benighted understanding. Inviting him into the academy, we proceeded to draw a diagram upon the blackboard for illustration. "Now," said we, the sun is ninety-five millions of miles from the earth—"Stop," cried he, "how do you know that? Who's been thar to measure it? What surveyor's ever drug his chain over that route? 'Taint so!"

In vain we assured him that scientific men had demonstrated it, philosophers prove it beyond a doubt, and that all the learned and eminent men in the world admitted and believed it.

"They don't know nothin' about it," was his dogmatic response, "not a bit more 'n I do, and they 've never been any closer to the sun than I hev. It's agin reason, sense, and Scriptor to say that the sun don't set—for there's a text that, may be, you 've seed if you ever read the Bible—which I can scarcely believe you ever did—sayin' 'from the risin' of the sun to the goin' down thereof;' and see here, young man, if you can't teeche the children somthin' better 'n sich fool and infidel argyment, you mout as well look out for a Dooly settlement, whar thar ain't no churches, and the folks never heerd o' the Bible."

We caved, wiped out the diagram with our left coat-tail, bowed out our indignant patron, and the next morning the "stronomy" class was advanced to Peter Parley's geography, and the sun permitted to rise and set as usual.

YOUNG LADIES.

WHAT a number of idle, useless young women—they call themselves young ladies—parade our streets! “They toil not, neither do they spin; yet Solomon, in all his glory, was not arrayed like one of them.” Do they ever look forward to the time when the real cares and responsibilities of life shall cluster around them? Have they made, or are they making, any preparation, for the onerous duties which will surely fall to their lot—duties to society, the world, and God? They lounge or sleep away their time in the morning. They never take hold of the drudgery, the repulsive toil, which each son and daughter of Adam should perform in this world. They know nothing of domestic duties. They have no habits of industry, no taste for the useful, no skill in any really useful art. They are in the streets, not in the performance of their duty, or for the acquisition of health, but to see and be seen. They expect thus to pick up a husband who will promise to be as indulgent as their parents have been, and support them in idleness. They who sow the wind in this way are sure to reap the whirlwind. No life can be exempt from cares. How mistaken an education do these girls receive, who imagine that life is always to be a garden of roses! Labor is the great law of our being. How worthless will she prove who is unable to perform it!

It has been observed that “by far the greatest amount of happiness in civilized life is found in the domestic relations, and most of these depend on the home habits of the wife and mother.” What a mistake is then made by our young girls and their parents when domestic education is unattended to! Our daughters should be taught, *practically*, to bake, to cook, to arrange the table, to wash and iron, to sweep, and to do everything that pertains to the order and comfort of the household. Domestics may be necessary, but they are always a necessary evil, and the best “help” a woman can have is *herself*. If her husband is ever so rich, the time may come when skill in domestic employments will secure to her a comfort which no domestic can procure. Even if she is never called to labor for herself, she should, at least, know how

things ought to be done, so that she cannot be cheated by her servants.

Domestic education cannot be acquired in the streets. It cannot be learned amidst the frivolities of modern society. A good, and worthy, and comfort-bringing husband can rarely be picked up on the pavement.

The highest and best interests of society in the future demand a better, more useful, a more domestic training of our young ladies. —[*Hartford Courant*.

THE BLOSSOMS AND THE LEAVES.

WHEN the blossoms fell off in May, faded and withered, the leaves said: "Behold those feeble and useless blossoms! Hardly born, they sink again into oblivion; while we, of a superior cast, endure the heat and storms of summer, growing constantly in solidity and dimension. After many months of a meritorious life, during which we have fostered and ripened the precious fruits, we go to our final rest, adorned with variegated emblems of merit; nature honors our departure with thunder and lightning, and weeps over our silent grave." But the fallen blossoms answered: "We yield willingly our places to others, conscious that we have done our duty by giving birth to the fruits."

Ye quiet, unobserved, and little esteemed men and women in workshops and offices, in nurseries and family-rooms; ye often censured but more frequently overlooked school teachers; ye noble benefactors of mankind, whose names are not written on history's page; and ye unknown mothers of noble sons and daughters, let not your hearts faint in the presence of renowned statesmen, successful operators, the rich who dwell on mountains of gold, and heroes upon the battlefield — ye are the blossoms.—*Jean Paul*.

THE MOST POWERFUL PENS.

It was a foolish wish of the poet's: "Oh, for a pen plucked from a seraph's wing!" What good could that do him? Had he asked for the loan of the seraph's living hand, there would have been wisdom in the request. If the seraphic power be in the poet, the smallest humming-bird's quill will serve to give it expression; and if that power be wanting, he will write as a weakling even with a seraph's pen-feather. A man's hand is his pen, and, as necessity demands, he supplements its short-comings, now by one weapon or tool, now by another. A sword is sometimes the best pen; sometimes an axe; sometimes a chisel; sometimes a needle; a bit of copper; an iron wire; a piece of loadstone; a lump of chalk; a metal punch; a burnt stick; a split reed or feather; a bundle of bristles; a drop of chemical liquid; a ray of light; a ray of darkness. In so far, then, as these and all other pens but supplement the hand, which is the true pen, I place it side by side with the eye, the true paper.

On each of these, and all other supplementary pens, I would willingly linger. Volumes might be written on them. The *Burnt Stick*, the pen of common humanity, of which the pencil and the writing-pen are simple modifications! The *Brush*, the fine-art pen, equivalent to the burnt stick, changed from the rigid immobility, which was all that prosaic reality needed, into the pliant hair-tassel, obedient to every motion of the idealist's hand! The *Chisel*, the architect's and sculptor's lithographic pen, with which cathedrals and Sebastopols are written in granite, and gods and men in marble! The *Printer's Type*, the pen of civilization, with which nation speaks to nation, and in these latter days, God speaks to all men! The *Electric Telegraph*, the world's shorthand pen, which strings together the cities of the globe like beads upon its wire, and makes it the same time of day with them all! The *Actinic Ray*, nature's photographic pen, with which the stars write to each other, the newest, and, in some respects, most wonderful of pens which man has acquired!—*Macmillan's Magazine*.

A TRIBUTE TO THE SCHOOLMASTER.

Sir J. T. Coleridge, in a speech delivered before an educational institution in England, pays a tribute alike eloquent and deserved to the teachers of England, boasting that he was himself descended from a family whose proudest title was that they were schoolmasters. We quote a single passage : —

“I now pass on to the second class of those who are called upon to return thanks to the university of Oxford — I mean the schoolmasters of the county who had taken part, or who shall take part, in preparing pupils for these examinations. They must feel that their position is raised by it. When I say raised, do n't let me be supposed for one moment to imply that it is a profession that is required in the estimation of society to be raised. My grandfather was a schoolmaster. I was a pupil of an uncle whom I loved and honored as my father. I was a pupil at Eton of a cousin whom I loved as an elder brother. One of my brothers, as many of you know, has been for years laboring in the school at Eton — successfully, I may say, certainly diligently, for a great number of years, as assistant-master. I come of a family of schoolmasters ; and let me assure those who are here of that profession that I hold that part of my descent with as much pride, and greater pride, than I do my being able to trace it upon the other side to a gentleman who happened to be lord Mayor of London for several successive years, in the reign of King Henry III. (Applause.) I look upon my schoolmaster's descent as the more noble of the two ; and I am perfectly certain that not only the schoolmasters now assembled, but all the intelligent persons who are here, will go along with me in that feeling.

THE SCHOOLMASTER'S DIFFICULTY. — A country dominie had a hundred boys and no assistant. “I wonder how you manage them,” said a friend, “without help.” “Ah,” was the answer, “I could manage the hundred boys well enough ; it's the two hundred parents that trouble me ; there's no managing them.”

Resident Editor's Department.

CORRECTIVE AND PREVENTIVE EDUCATION HAPPILY COMBINED. *State Industrial School for Girls.* From the Fourth Annual Report of the Trustees, and those of the Superintendent, the Physician, and the Farmer, of this ably conducted institution, we learn many interesting and instructive facts regarding its past and present condition. This valuable document furnishes not only the cheering information of the successful progress of the school itself,—the most recently established of the various charitable institutions of the State,—but a convincing testimony of the efficacy of preventive education, as contrasted with that which is merely primitive or reformatory.

Many of our readers, probably, are not aware that, in establishing and maintaining the school at Lancaster, on its peculiar plan, the State of Massachusetts is conducting one of the most important experiments yet attempted, in the form of charitable education. We often hear this school spoken of erroneously, by its first proposed designation, as the Reform School for Girls; and, in such cases, it is associated with other schools of a character partly reformatory, partly penal. This is a great mistake; and we can only wish that those who labor under it, would take occasion to visit the school, and allow themselves opportunities of being set right in the matter. They would see, in the freely open and unguarded grounds of the establishment, so well adapted, by their spacious, beautiful, and quiet aspect, to exert the happiest influence on the mind and heart, the fullest assurance that no dependence was placed in the management of the school, on the security of walls, or locks, or bars. On entering any one of the family homes, they would find no imprisoning restraints, or stern mechanical regimen, but a judicious and affectionate matron, surrounded by a numerous but attentive and diligent family, intent on work or lessons. On looking into the accommodations provided equally for the comfort and the training of the inmates, they would see no penal cells, but light, cheerful, airy, neat apartments, plainly, but appropriately furnished, and these kept in perfect order by the juvenile occupants themselves. Or, if the visitors should enter the chapel when the Superintendent is conducting the religious exercises of the assembled families, they would see, in the winning and affectionate manner of the Superintendent, abundant evidence that a system of parental management and influence, pervading the whole establishment, was the vital principle of all its measures.

To one who visits, for the first time, this interesting school, it seems hardly credible that these healthy, happy, orderly, and neatly clad, and well taught families, are actually made up of children, many of whom were literally or virtually neglected orphans, some of whom had been exposed to the contaminating influence of sur-

rounding vice, and not a few stained by its polluting effects. Yet so it is; and, after repeated visits to this true home of orphan childhood and youth, we can only say, that even the most striking of the instances recorded in the Report, of the salutary and meliorating influence of the school upon its pupils, are entirely free from anything like over-statement or exaggeration.

We regret extremely our inability, from want of space, to lay before the readers of the *Teacher* the copious extracts from the Report, which we know they would be delighted to read. We restrict ourselves to a few prominent statements; but we hope that many of our readers will be induced to put themselves in possession of the pamphlet itself as a valuable educational document.

From the Report of the Trustees we extract the following paragraphs:

"It has been supposed, and we have been admonished by those having charge of reformatory institutions, that bolts and bars, or stone walls, were indispensable to prevent frequent escapes. But directly the reverse of this has been our experience. The per centage of escapes from the Industrial School has been below that of those institutions where they have these imaginary preventives, and what is most remarkable and instructive, is, that not a single escape has taken place with us, except by those *newly placed in the institution*, and before the irresistible power of kindness had begun to operate. After being a few months under its influence, the inmates, so far from desiring to escape, often express themselves in this manner: 'I dread the time when I shall be obliged to leave this peaceful home, and part with my good and kind mother,' etc., (meaning the matron, etc.)

"There is another consideration, in connection with this subject, which the Trustees regard as all-important in the process of reformation, but which they fear has too often been neglected, or entirely overlooked, to wit: self-culture or self-government. It is well known to every parent, that the same system of discipline will not prove salutary with different dispositions. Most reformatory institutions are controlled and managed by prescribed rules and regulations, to which all must submit. The inmates eat, drink, walk, work, sleep, speak, and, we had almost said, *think*, by direction of the overseers. Now, while the operation of these rules are adapted to one disposition, they too often serve to render another still more incorrigible. In our institution the matron or mother, being mistress of her own house, and not subject to fixed rules, she, like a natural mother, adapts her discipline to the capacity and disposition of each inmate; hence her power and success."

The following statements are from the Report of Rev. Bradford K. Peirce, Superintendent and Chaplain of the institution:

"We have exceeded our accommodations throughout the year, and yet have never been able to meet the requisitions of commissioners. At the earliest moment after a vacancy has been created, we have invited, as nearly as possible, the most pressing applicant for the place. In this way we have generally secured only such individuals as seemed to have no other refuge from certain ruin, and the larger number of them are of the most hopeful ages for our discipline — between ten and fifteen. The internal workings of the school have been more systematic, harmonious, and successful, than in any preceding year. Every practical difficulty has found a ready solution; and all engaged in the superintendence of the school feel a stronger confidence than ever in the general influence for good of the training employed, and increased personal satisfaction in the discharge of their duties. There is not an inmate in the institution that has not given noticeable evidence of improvement during the year; and some, in reference to whom we hardly dared to hope for any considerable progress, have exhibited the most decided reformation."

"Our indentured girls are doing much better than our most sanguine hopes dared to prophesy; and, so far from our progress being downward, if we are reliable judges, who have conducted the experiment from the beginning, our movement

is now upon a higher level. Of the ninety-eight girls received during the first twelve months, forty-two only are now in the institution, and there is not one of the number remaining with us that we consider an especially injurious element in our community. We have settled plans in reference to each one of them, as to the course to be pursued in her behalf. Less than half a dozen reckless girls have been found in our three years' experience to stand in the way of the advancement of the institution. The lunatic hospital, the State almshouse, and courageous families, have relieved us of these, and the school never moved on in so much quiet as at the present time."

"In closing my report, permit me to say that my respect and regard for the excellent ladies that you have provided as my co-laborers, and upon whom falls the more immediate and trying offices of training and reforming our children, increases daily as I witness their patient and earnest endeavors and the ample results that follow. A more perfect harmony and co-operation could not be desired, than now exists throughout the corps of officers."

From the following extract from the Report of the Physician we are happy to observe that the physical training of the pupils is not designed to be limited to the exercise accompanying their daily participation in domestic employments:

"There has been comparative freedom from serious disease in the institution, for the past year, — no death during the time. And although cases of a grave character, the result of hereditary predisposition, exist at the present time, still most of the inmates show a marked improvement in physical tone and vigor. But notwithstanding this favorable aspect, other cases show a strong tendency to ultimate disease, the consequence of early neglect, or feeble development."

"The remedy I would suggest is a thorough and systematic course of gymnastic or calisthenic exercises, under the direction of a competent teacher." W. R.

INTELLIGENCE.

ROGER ASHAM wrote about three hundred years ago: "It is a pity that, commonly, more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. They say nay in word, but they do so in deed. For to the one they will gladly give a stipend of *two hundred crowns* by years, and loth to offer to the other *two hundred shillings*. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should, for he suffers them to have a tame and well-ordered horse, but wild and unfortunate children; and therefore, in the end, they find more pleasure in their horse, than comfort in their children."

HALL'S JOURNAL OF HEALTH continues to be as useful and interesting as it always has been. From its many interesting and instructive articles, we make but two extracts.

"In all our public schools there is considerable need for amendment in several directions. We have before insisted on the wisdom and humanity of reducing school hours, to all under twelve years of age, to four a day, — two in the forenoon and two in the afternoon; and that nothing whatever should be given to the children to learn out of school hours. But this is so far ahead of this driving age, that we fear we shall be as gray as a rat and as blind as a beetle before such desirable changes come."

"THE DIFFERENCE. — When a simpleton wants to get well, he buys something 'to take;' a philosopher gets something 'to do;' and it is owing to the circum-

stance that the latter has been in a minority almost undistinguishable in all nations and ages; that doctors are princes instead of paupers; live like gentlemen, instead of cracking rocks for the turnpike."

THE last relics of the Indian tribes of Massachusetts, few and feeble, still make their annual appearance before the people in the reports of their appointed guardian. The Natick tribe seems to have dwindled to Patience Blodgett and Patty Jefferson and her family, living in East Douglas, for whom the guardian expended \$77 last year, including \$27 of the guardian's expenses. There are about 70 of the Troy Indians, of whom 50 live on their lands in Fall River. The amount expended for the support of their poor was \$373. The Dudley tribe numbers 70, of whom only 13 live on their lands at Webster, for whose comfort the State expended \$740 the last year, besides the salary of their guardian. The expenditures for the Marshpee Indians were \$2398, and for the Herring Pond tribe \$1122.

COAL OIL. — The *Scientific American* contains an approximate estimate of the quantity of illuminating coal oil manufactured daily in the United States, during the month ending December, 1859. Total numbers of gallons, daily, twenty-two thousand seven hundred and fifty; to make which, requires seventy-five thousand gallons of crude coal oil, which is extracted from sixty thousand bushels of cannel coal. The actual outlay for the oil works at present at work, does not fall short of \$8,000,000. The value of chemicals used in the purification of coal oil, amounts to over \$2,000 per day. The value of the burning coal oil amounts to over \$16,000 per day, or more than \$5,000,000 a year. The number of workmen employed in the several coal oil works in this country, will reach two thousand; that of the miners engaged in mining cannel, seven hundred or more. It is presumed there have been sold, by the several manufacturers of coal oil lamps and burners, from two hundred and fifty thousand to three hundred thousand dozens of burners and lamps, of which about one hundred and fifty thousand dozens are in use, — the balance being in the hands of dealers. A coal oil lamp will consume about four gallons of oil during the year. The amount of oil burned by the above one million eight hundred thousand lamps, is, consequently, seven million two hundred thousand gallons per year, or about twenty thousand gallons every day. This shows that the amount of oil manufactured is in advance of the amount consumed.

WEBSTER'S PICTORIAL DICTIONARY IN SOUTH AMERICA. — The Merriams have just received an application from the "Director of the Collegiate Institution at Nova Friburgo," Rio Janeiro, for twenty sets of their "Pictorial Illustrations only." The professor says, "They would be useful to me in some of the classes of the sciences." The illustrations are never sold separately from the body of the work; but this application indicates a high appreciation of their beauty and utility. — *Springfield Republican*.

PRIMARY SCHOOL TEACHERS. — The last Report of the Cleveland Board of Education contains the following sensible remark: "Teachers are assigned to the different grades of school without regard to the certificate they happen to hold; in other words, we do not uniformly place the *poorest qualified teachers* in the *Primary Schools*, those a little better qualified, in the Secondary, and so on. This would be absurd, — as much so as it would be to employ only second or third rate physicians for children and confine those of the highest skill exclusively to adults; or for one engaged in the culture of trees, to commit those of the tenderest growth to the care of laborers having the least knowledge of arboriculture, and keep the better-informed employed upon those of a larger growth and a more matured age."

ABILITY. — The *Ohio Educational Monthly* informs its readers that "Mr. S——, owing to the pressure of official duties, has been able to give no attention to the Editorial Department of the present number."

ADVERTISEMENTS. — Our advertising sheet contains a great deal of old and new matter, which our readers will find useful and interesting. Brown & Taggard offer Eaton's Arithmetic and John D. Philbrick's Boston Primary School Tablets. Harper & Brothers present to teachers an extensive catalogue of rare excellence. Crosby, Nichols, Lee, & Company recommend some fine school-books. Others offer philosophical instruments, school furniture, sewing machines, for sale, or are ready to insure lives. Worcester's and Webster's new great Dictionaries are laid before the public, with the opinions of many eminent scholars.

THE NEW ARCTIC EXPLORATION. — Dr. L. I. Hayes, Surgeon of the Kane Arctic Expedition, hopes to be ready for a start in the month of May next for another voyage to the North Pole. Dr. Hayes has already raised the \$10,000, one-half of the necessary sum, from the generous contributions of his personal friends, and hopes to secure the rest from the liberal public at large. To assist him in this endeavor, the Geographical and Statistical Society have appointed a Committee of leading merchants and other well-known citizens, (among them Henry Grinnell); and there is reason to hope that the appeal will not be made in vain. The special object of Dr. Hayes's proposed expedition is to determine at once and for ever the question of an open polar sea, which Lieutenant Morton saw; and the existence of which would seem to be established by a variety of circumstantial evidence. This sea Dr. Hayes hopes to reach by making the principal portion of the trip on dog-sledges — vehicles by which he and his associates rode over a thousand miles on the previous expedition. — *New York Tribune*.

NEW YORK. — According to a statement made by Dr. Bacon, at a recent meeting of the New York Historical Society, not less than eighty languages are now used in business and social intercourse among the inhabitants of that city. — The *Boston Journal* contains the following article: — "Michael Riley, janitor of the public school, No. 51, in the 22d Ward, New York, died recently; and the following morning the school trustees issued an order closing all the schools in the ward, six in number, for periods of four to seven days, as a mark of respect for the memory of the deceased! These schools are attended by upwards of thirty-five hundred scholars, who are thus thrown upon the streets, to the great annoyance of their parents and friends. The trustees were remonstrated with upon the subject, but without avail." — Mr. John Rose, a retired merchant, died recently, and leaves a conditional bequest of \$300,000 to the city of New York, for the education of indigent white children in agriculture. The condition is that a corresponding sum shall be appropriated by the city, or raised by charitable contributions, for the purchase and support of a farm in the neighborhood of New York, to be devoted to the education and training to agricultural pursuits of pauper children. If this purpose be not carried into effect, the \$300,000 go to the American Colonization Society for the deportation of free blacks to Liberia and their subsequent support. The decedent was a bachelor; and a bachelor brother of large wealth is constituted his sole executor, with the remainder of his estate, about \$550,000, placed in his charge for benevolent and charitable distribution. The only personal bequests are a gift of \$20,000 to his executor, and \$12,000 to another brother now advanced in years. The whole value of the estate, principally in productive stocks, is reckoned at \$880,000.

THE March number of the *Vermont School Journal* contains a highly interesting biographical sketch and engraving of William Slade, who has served the State of Vermont as Representative in Congress, as Governor, and as Corresponding Secretary and General Agent of the Board of National Popular Education.—The same number communicates to its readers the naive statement of Mr. B., that one of the larger girls in his Latin Reader class translated the sentence "*Tua et mea maxime interest*" as follows: "You and I are exceedingly interesting."—The editors of the *Vermont School Journal* closes the first volume with some remarks which we feel inclined to correct. It is true, that for the last three years, the Legislature of this State has aided our publication by appropriating \$300 per annum for it. But this was done on the condition that one copy of our journal should be sent to each of the 330 school committees in the State. Massachusetts has aided her educational journal, and our journal, we trust, has done some good to Massachusetts. Again, we do not like to boast of the number of our subscribers. A large proportion of the female teachers in Massachusetts is driven by the currents of the season from one place to another. Such teachers, although sitting behind the desk in the schoolroom, are often outsiders in the realm of education. Having not sufficient inward enthusiasm, they require to be coaxed and driven by outward influences, to spend one dollar a year for an educational journal.

Another class of teachers, which never ascended the neighboring hills of science, has quietly settled down in the narrow valley of the school room, prepared there a snug home of customs and methods, and is hardly aware of the fact that there is a world of people, papers, methods, and ideas, beyond the mountains. Such, and many others, teachers, prefer light reading to solid literature, exciting stories to stirring truth, and an amusing look around to a revealing look within.

A third class includes students of colleges who enter the school-room to leave it forever at the end of the term. Several hundred names of dead-heads were taken from one subscription list during the last year. These adverse circumstances we freely admit. But we would advise our cotemporary in Vermont not to crow before it is out of the woods. One year's experience is worth a good deal, but a twelve years' experience is better; to get up a new subscription list is comparatively easy, but to get the pay and sustain a full list for years, is more difficult. More than one-third of our subscribers live outside of Massachusetts, and occupy in *all States* of the Union positions which honor them as much as they, we trust, honor their office. Although we are not well posted up with regard to the financial affairs of our cotemporary, yet we believe, in spite of the information derived from a teacher of our State, that our subscription list compares favorably with that of the *Vermont School Journal*.

LOUISIANA.—The Report of Mr. W. I. Hamilton, Superintendent of Public Instruction, to the Legislature of Louisiana, with the reports of the Parish Treasurers, is a document of 102 pages. There are now 95,851 educable children in the State, for each of which the Legislature has apportioned the annual sum of \$5.00. The State Superintendent looks with some suspicion on northern and southern fanatics, who go to his State, take the charge of the schools so long as the appropriations last, and then leave the children without having been of much benefit to them. He also wishes the State to encourage the publication of such school books as are needed in

Louisiana school-rooms, and not to pour an "immense source of wealth" into the lap of publishers in New York, Boston, etc. "Then the southern press and publishing houses will receive a patronage to which they are justly entitled." With regard to the schools in the State, the Superintendent says :

"Our system is very defective in nearly every essential particular, and before we can possibly realize the benefits which should flow from the large amounts annually expended for the purpose of carrying it out, it is *absolutely necessary* that the same be *entirely remodelled*, and placed upon a more practical foundation; as the law now stands, it will continue to drag its slow length along for years to come, and hang as an incubus over private enterprise."

It is recommended to increase the duties, enlarge the powers, and augment the salary of the State Superintendent; to create the office of a Superintendent in every Parish; to distribute good school books; to make liberal appropriations towards the erection and organization of institutions of learning in the State; to provide for the introduction of printing in the Deaf and Dumb Asylum, and to provide means for the establishment of a *Journal of Education* at the said institution. A bill to reorganize the Free Schools of the State was prepared with much care for the last Legislature, but, in consequence of the vexed questions which claimed the attention of that body, the committee could not report in time, and the bill was filed in the archives of the Senate, where it may be found among the unfinished business of that body.

NEW HAMPSHIRE.—We learn from the Annual Report of the N. H. Board of Education, that the number of scholars four years of age and upward, who attended school not less than two weeks, last year, was 86,708. The average attendance during the year was 55,606. The number of children between four and fourteen years of age not attending school anywhere, 1212; average monthly wages of male teachers, board inclusive, \$25.30; of female teachers, \$14.15. Number of volumes in school, district, and town libraries, 37,308. Estimated value of school-houses and lots, with appurtenances, \$704,904; number of school-houses unfit for their purpose, 573; amount of money raised by town tax for schools, \$215,465; amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools beyond what is raised by town tax, \$12,795. Total amount of money appropriated for public schools, \$282,841. Average amount appropriated for each scholar, \$2.89. Mr. J. W. Patterson, the Secretary of the Board, says the school system of the State is improving from year to year.

MICHIGAN.—The sales of University lands in 1859, were 429 acres, and yielded \$5,355. About 2000 acres are yet to be sold, and some 1500 acres more are due from the general government. 80 acres of Normal School land were sold for \$320; and 4,791 acres of Primary School lands went for \$20,291. About 800,000 acres of school lands are yet unsold. During the year 1859, there were in attendance at the State University, 430 students, of which 143 were in the Medical Department, and 287 in the Department of Science and the Arts. The Law Department, newly opened, has enrolled 75 students. — The Normal School building at Ypsilanti, which was destroyed by fire, will be ready for occupation about the first of May. The Superintendent of instruction says, in his last Annual Report, that the general and preparatory education of those offering themselves as candidates for the Normal course of study, is so deficient as to necessitate

the admixture of a large proportion of common educational teaching, with the professional instructions, and thus make the Normal School a combination of the Academy and Professional School. Neither can this one Normal School furnish all the schools with qualified teachers. Of the 7,504 teachers employed in 1859, probably not less than 2,000 were without any previous experience in teaching; and it is safe to affirm that the ranks of these teachers must be reinforced each year, with more than 2,000 fresh recruits. The great majority of teachers resort to teaching as a temporary employment, and do not expect to remain more than one or two quarters in the school room.

KENTUCKY. — The House of Representatives has passed a bill which provides for the establishment of an asylum for the education of feeble-minded children. The Senate has, however, laid the bill upon the table.

VIRGINIA. — The *New York Teacher* states, that a resolution has been introduced into the House of Delegates, inquiring into the propriety of taxing bachelors, past thirty years of age, \$10 per annum, for the education of poor children.

NEW BRUNSWICK. — We take the following items from the Seventh Annual Report of the Chief Superintendent of Schools. New Brunswick presents the form of an irregular square, with a sea coast of five hundred, and an area of two thousand square miles. It has now a population of 233,000, of whom 63,923 are between 6 and 16 years of age. The school registers contained the names of 24,138 pupils, who were taught during the last year in 762 schools, by 313 professional teachers, and 449 untrained instructors. The Model School was attended by 94 pupils. The total outlay in the Province for educational purposes was \$137,139. The French language is spoken and taught in quite a number of these schools. The report says:

"Of all the evils connected with our educational affairs, and they are neither few nor small, the school-house is, perhaps, the saddest and the sorest. The appearance of many of these buildings, nay, even the bare recollection of their appearance, is enough to make one laugh and weep by turns. In many districts of the North, the traveller would have no difficulty in singling out the School-house, if he would but pitch upon the smallest, dirtiest, shabbiest fabric in the settlement. The walls of a great many of the old log houses have never been shingled. In fact, the logs have been so roughly hewn, as to render shingling either impossible or useless. The crevices between the logs are filled up with moss during the winter, and on the approach of summer, the moss having either fallen out or been removed, the crevices become ready-made ventilators. Neither is there much sign of improvement in the new houses built of logs. The interior is also in keeping with their external appearance. The floor is often of the roughest and rudest materials, — in a few cases, of nothing more than spruce or cedar rails, over which are laid two or three rough boards at one end of the room, where the teacher usually sits or stands. Most of the desks have been of an inferior description at first, and time and knives have not improved them. The benches, too, are unsightly things, many of them nothing more than pieces of boards or planks laid upon blocks. These blocks, and many of the benches otherwise well enough made, are not unfrequently found between two and three feet high. Just imagine the misery endured by young children condemned to sit and swing their aching legs for five or six hours daily in such a posture."

Mr. Henry Fisher, who wrote this report, died recently, after ten years' faithful labor. Mr. Bennett, one of the four School Inspectors, has been appointed to fill the vacancy.

OHIO.—Professor Espy, writer and investigator, died in Cincinnati, on January 24th, aged eighty-four years.

PENNSYLVANIA.—Both branches of the Legislature went, on February 16th, to Lancaster county, to inspect the workings of the Normal School at Millersville. There were one hundred and sixteen members of the Legislature, accompanied by editors and reporters from various parts of the State, numbering in all about two hundred. They were received in Lancaster city with demonstrations — military, oratorical, edible, and potable, — and went out to Millersville in the afternoon, under cover of an escort of two companies of military, a brass band, Mayor of the city, Councils, an ex-Congressman, and others.

IOWA.—According to the *Iowa State Almanac*, there are now 115 newspapers and periodicals published in this State; two of them are religious, two agricultural, and 4 educational. (We wish we could see at least one of the latter.) — Dr. Eades, the Superintendent of Public Instruction, took the responsibility of loaning \$150,000 of the school money of the State to individuals. Every dollar is lost. — The State Board of Education met at the capital, and continued in session twenty days. This body has in that State complete control over the school system, having all legislative powers. It consists of thirteen members, of which each judicial district furnishes one; and the Governor and Lieutenant-Governor are *ex-officio* members of the Board.

The Board made few changes in the law. The powers, duties, and compensation of the County Superintendent were reduced, in deference to a general demand, which, however, is said not to have been urged by the Eastern part of the State. In recommendation of text-books, Sanders' Readers were recommended in addition to McGuffey's, which had the sole recommendation before. Bullion's Grammar was recommended. Thomas H. Benton was re-elected Secretary of the Board of Education; an office equivalent to the office of State Superintendent in Illinois. His salary amounts to \$2,200, including incidental expenses. — *Illinois Teacher*.

RUSSIA.—The population of the Russian empire was estimated at 65,200,000 in 1850. In 1858, it contained, as officially stated, only 5432 schools, with 133,618 pupils, of which 4982 fall to the universities, 300 to the lyceums, 22,270 to the high colleges, 28,358 to the provincial schools, 53,654 to the parochial schools, 24,036 to the private establishments, and 3538 to the Hebrew schools. Besides these, there were, in the district of Warsaw, 76,059 students and pupils, in 1451 schools. So that the entire amount of pupils in Russia and Poland is 210,030 in 3883 schools.

GERMANY.—One of the venerable friends of German freedom has passed away. ERNST MORITZ ARNDT, poet, scholar, statesman, and patriot, beloved and revered by all his countrymen, and by noble-hearted men all over the world, died at Bonn on the 29th day of January, at the ripe old age of ninety. — CAROLINE MEYER, widow of Jean Paul Richter, died at Munich, Bavaria, on the 28th of January, at the age of eighty-four. She was one of the sweetest and most womanly of women. Educated by her father, both in the severer studies and the arts of poetry, music, and painting, and accustomed to the brilliant society of learned men and artists, she married the then penniless Richter, and cheerfully bent all her ability to the conduct of his humble establishment, never far removed from actual want; to the care of her children, Georgine, Max, and Odilia, and to creating about her husband a warm and peaceful atmosphere, in which his powers expanded into their best bloom and vigor. She wrote with elegance occasional articles for the journal, by which

her elder sister, the widow of Carl Spazier, supported herself and her four children. Her outward life was as simple and unpretending as her inward life was deep, strong, and true, and her beautiful gifts were all exercised, not for herself, but for the comfort and pleasure of others.

ENGLAND. — The Working Men's College in London has progressed so satisfactorily that the institution has been removed to more commodious premises. During the past year, from 200 to 300 students on an average have attended the various classes, which include, among others, drawing, arithmetic, mathematics, geology, chemistry, English grammar and composition, Latin, Greek, French, and English, and Bible history. Of the students, from October to Christmas, 1858, 109 out of 242 belonged strictly to the class of operatives, the remainder being principally clerks, tradesmen's assistants, warehousemen, and school-masters. The operatives included, in the largest proportion, carpenters, cabinet makers, piano-forte makers, watch and clock makers, opticians, printers, compositors, and bookbinders. The total number of students who joined the College in the first year was 400, in the second 350, in the third 260, in the fourth 296, and in the fifth, to the end of the second term, 169, making a total of 1475. There are classes for women in connection with the College, in which cookery and domestic economy are especially taught, as also reading and writing, and vocal music, arithmetic, history, the Bible, needlework, and geography. — *U. C. Journal of Education*.

THE graduates of the Plymouth High School have formed an Association. — The number of children rendered orphans by the late calamity at Lawrence is fifteen, the friends of whom will be aided in their support by the Relief Fund, which amounted to about \$45,000. — As the City Council of Lowell has passed an ordinance to abolish the office of Superintendent of Schools, it is the intention of the School Committee, at their next meeting, to elect a Secretary of the Board, although the present incumbent claims that his term does not expire until next July, he having been elected last July for one year. He has taken legal advice to the effect that he has the right to hold the office for one year from his election, and that the City Council had no right to abridge his term of service by abolishing the office. The matter may result in litigation between the Superintendent and the city.

CONNECTICUT. — The next term of the State Normal School at New Britain will commence on the 11th of April, and continue fourteen weeks. The eleventh anniversary of the school will occur on the 18th of July.

NORMAL SCHOOLS OF MASSACHUSETTS. — The semi-annual examinations of the four schools occurred on successive weeks during the month of February. We have received interesting reports, and would gladly insert them were it not for want of room. Most of the graduates have already entered the fields ripe for the harvest.

PERSONAL. — The people of Centre Abington gave a surprise party to Mr. A. E. SCOTT, late Principal of the High School. — Mr. WILLIAM E. FULLER, Master of the High School at Taunton, was accidentally thrown down while skating, and struck his head upon the skate iron of another person. — The Board of Overseers of Harvard College have chosen the Rev. ANDREW P. PEABODY, D.D., of Portsmouth, N. H., as successor to Rev. Dr. HUNTINGTON, Preacher to the University, and Plummer Professor of Christian Morals. Dr. Peabody is a distinguished clergyman, and Editor of the *North American Review*. — Rev. Dr. PROUDFIT,

Emeritus Professor of Greek and Latin at Union College, and for many years an honored member of the Faculty of that institution, died on February 11th. — Rev. CHAUNCEY A. GOODRICH, Professor of Pastoral Charge in Yale College, died at his residence in New Haven, aged 69 years. He had just passed through a course of lung fever, and was considered out of danger, when he was attacked by paralysis, and died quite suddenly. Prof. Goodrich graduated at Yale in 1810, and being elected Tutor in 1812, he filled the post with signal ability for two years, when he was settled in the ministry at Middletown, Ct., where he preached three years. In 1817, he was called to the Professorship of Rhetoric and English Literature in Yale College, which chair he filled for twenty-two years, with the utmost acceptance to the institution and the most gratifying results to the pupils under his charge. In 1839, owing to his enfeebled state of health, he resigned his Professorship of Rhetoric, and accepted the less laborious position of Professor of Pastoral Charge, which he held up to the time of his death. Prof. Goodrich married the second daughter of Noah Webster, and, after his death, was engaged for three years in revising and enlarging the great American Dictionary by that distinguished lexicographer. In this labor he rendered important service, having made many improvements, and added several thousand words to the vocabulary. He was still engaged in his lexicographic labors down to the period of his last sickness.

✍ TWO of the words given for spelling in our last number, on page 84, have, unfortunately, been mis-spelled. "Cataline" should be "*Catiline*," and "Rensselaer" should be "*Rensselaer*."

✍ MISS EMILY F. CAMPBELL sends one dollar, but does not give her *post office address*.

✍ OUR READERS will do well to notice an advertisement in our pages with regard to back volumes of the *Massachusetts Teacher*. This is the last opportunity to procure the early volumes.

BOOK REVIEWS.

EDUCATIONAL REPOSITORY AND FAMILY MONTHLY. Organ of the Educational Institute of the Methodist Episcopal Church, South. Rev. J. KNOWLES, Editor. Atlanta, Georgia. 1860. \$2.00 per annum, in advance; single copies, 25 cents.

We have read with a great deal of interest the articles offered in the January number of this new publication. A fine likeness of Rev. A. Means, D. D., LL. D., illustrates the first page. One great object of this periodical is to draw out native talent.

THE NATIONAL EDUCATOR. A Monthly Magazine, devoted to Science, Literature, Morals, and General Education, for the use of Teachers, Schools, and Families. Edited and published by R. CURRY, A. M. Pittsburgh. 1860. \$1.00 per annum, in advance.

This journal contains a scientific department; another department containing original contributions; a third is called "Editor's Scrap Book;" and the fourth, "Editorial Miscellany." The February number has missed us; but the March

number has, in addition, an "Editor's Book-Table." The tone of this journal is high, and will be liked, and we hope supported by striving teachers. We are somewhat afraid, however, that this new contemporary will preach above the heads of common teachers, and not be interesting enough to those who change their business twice a year.

THE EDUCATIONAL MONTHLY. Published at Louisville, Kentucky, by the Kentucky Association of Teachers. Price, \$2.00 per annum.

We seem to be unfortunate with our Kentucky and Iowa exchanges. They fail either at home or on their way towards the east. The first and fourth numbers of the first volume deserve to be read extensively.

THE March number of Silliman's *American Journal of Science and Arts* seems to us particularly interesting and instructive. A. D. Bache's article (continued) on the Gulf Stream, with diagrams; Major J. G. Barnard's treatise on the causes of deviation on Elongated Projectiles, and a biographical sketch of Dr. Karl Ritter, are practical and suggestive. The scientific Intelligence will be found valuable to naturalists.

CASELL'S ILLUSTRATED FAMILY BIBLE. New York: Published by Cassell, Petter, & Galpin.

This work is to be issued semi-monthly; each number containing 32 pages, with numerous and excellent engravings. Price of a single number, 15 cents; 7 numbers consecutively, \$1.00; 15 numbers in succession, \$2.00; and 24 numbers, \$3.00. Mr. John Cassell, of London, the well-known publisher of educational works and the earnest laborer in the diffusion of cheap yet excellent English literature in England, offers now this fine edition to the American public. The press has spoken in terms of the highest praise of this superior publication. Its numerous illustrations are well chosen, finely executed, and original. Numerous and detailed notes at the bottom of each page furnish a good deal of curious and interesting information.

ÆSCHYLUS. Ex Novissima Recensione Frederici A. Paley. Accessit verborum quæ præcipue notanda sunt et nomenclaturæ index. New York: Harper & Brothers, 1860.

QUINTI HORATII FLACCI OPERA OMNIA. Ex Recensione A. J. Maclean. New York: Harper & Brothers. 1860.

Two volumes of Harper's Greek and Latin Texts. A neat pocket edition.

HIGH SCHOOL GRAMMAR; or, an Exposition of the Grammatical Structure of the English Language. By W. S. Barton, A.M. Boston: Gould & Lincoln, 1860.

The opinions of grammarians differ at present, perhaps, as much as those of theologians; and the time when we shall have a perfect Grammar of Grammars (we say this without disrespect to Gould Brown) is, perhaps, as distant as the advent of the church universal. The fact is, that one and the same object may present very different aspects if viewed from various points of observation. Again, the scholar who looks at our language through spectacles manufactured in Greece or Rome thousands of years ago, may observe many things which are absurdities to the naked eye of common sense. Mr. Barton's stand-point is conciliatory. He adheres to the old truth, but keeps his windows open to admit fresh air and light; he

believes in general principles, but grants free tickets to many an exceptional outsider. On page 21, in rule I, he declares himself practically a follower of Noah Webster, but remarks that in travelling and modelling he is a Worcester man. As a school book, we like this grammar very much. The material presented is well selected, carefully and methodically arranged, with numerous exercises interspersed. Book teachers find all the necessary questions ready formed in these pages. Print and paper are excellent.

The March number of "*The Atlantic Monthly*," and "*Harper's New Monthly Magazine*," present in their various articles a rich collection of fiction and reality, poetry and prose, sober truths and jovial chat.

The first number of Vol. VIII. of Henry Barnard's *American Journal of Education*, published by F. B. Perkins, Hartford, and F. C. Brownell, New York, has appeared. Its contents are a new proof of persevering American industry, the eminent ability of the contributors, and of the slow but sure advent of better days for the great cause of education. This number, like some former ones, not only follows the track, but stands in the shoes of German writers, in giving Educational Aphorisms and Suggestions, ancient and modern, translated from a work of Dr. J. F. T. Wohlfarth, and by offering another excellent translation of some of the brightest thoughts of Karl von Raumer's "History of Pedagogy." Instruction in History, Geography, Natural Science, Geometry, Arithmetic, Physical Education, and Christianity, is treated in a masterly manner. The remaining articles are written by Americans, and are an honor to this journal: "Letters to a Young Teacher, by Gideon F. Thayer, A. M., Principal of Chauncy Hall School, Boston;" School Architecture, containing the Plans of Union School House in Ann Arbor, Michigan; Portrait and Memoir of Charles S. Hovey, first Principal of the State Normal University of Illinois; Memoir of Josiah Holbrook, who laid the foundations of that system of lyceums and literary and scientific associations which, since 1826, have spread in our land, and produced a rich harvest of knowledge; the Public or Foundation Schools of England, from a lecture by Rev. John Day Collis, M. A.; The School and Teacher in Literature, containing a short sketch of the English poet Thomas Gray, with a reprint of his celebrated Ode "On a distant Prospect of Eton College;" Public Instruction in Norway, by Hartvig Nissen, Educational Counselor; Modes of Improving a Factory Population; and Educational Miscellany.

On the last page the Editor says, in a circular, that the task of publishing his journal was undertaken without any hope that the work would be a source of pecuniary profit; that he has spent five of the best years of his life, in part, in the cause of this publication; that but a very small proportion of professed and professional friends of popular education have labored or even subscribed for this work; and that up to this day the regular subscription-list has not met the expense of printing and paper. He is still so reluctant to relinquish an enterprise carried so far, and for which he has sacrificed so much, that he has concluded to make one more appeal, to personal friends, professional teachers, and educational laborers, for their new or renewed subscriptions to the *Journal*, to enable him to add at least three more volumes to the series. In these he will present the history and present condition of Normal Schools, Polytechnic Schools, the ablest and most flourishing Colleges and Universities in Europe and America; the most recent as well as the

oldest and successful Methods of Teaching the elementary and the higher branches of learning; and the life and services of many Teachers and Promoters of Education.

We would say, in conclusion, that the enterprising publishers have reprinted and offer for sale, separately, G. F. Thayer's *Letters to a Young Teacher*; *Unconscious Tuition*, by Rev. F. D. Huntington; *The true order of Studies*, by Rev. Thomas Hill, D. D.; and *Papers for the Teacher*, first series, containing eight excellent treatises on educational topics.

WILLSON'S READERS, published by Harper & Brothers, New York.

Since the above lines were written, we have been made acquainted with the plan of these Readers, and have seen engravings which will be incorporated into these books. We do not know an American Reader, in which the leading idea of Willson has been carried out consistently, though the idea is not new, having been tested in Germany for more than half a century. "*Willson's Children's Friend*" has been read and is now in use in thousands of German schools, and several millions of copies have been sold and used years ago. Engravings are a feature which henceforth will be required of all school books teaching certain branches. They will be demanded especially of Primary School books. Letters were originally, and are now, to some extent, pictures representing certain sounds; and engravings of visible objects will form a bridge by means of which the young pupil conceives the true idea of printed letters and words. Engravings are also an excellent auxiliary for oral exercises, and will make Primary books much more attractive than they are now.

✎ We cannot close this number without alluding to the report of a committee of our Legislature with regard to "Free School" cause. The defenders of that so-called reform have had a patient hearing. After a careful perusal of that printed report, we feel obliged to say that the error is all on one side. The Massachusetts Free School Party cannot succeed, if, on this occasion, it has put forth its ablest leaders and uttered the strongest arguments.

We understand that only 5000 copies of this report were printed, of which but a few are left. We wish, for the sake of truth, that ten times that number might be distributed. We close with making but one quotation:

"Mr. Bryant further attacks the Secretary and Agents of the Board, the Normal Schools, Teachers' Institutes, State Scholarships, Colleges and men of learning, and all the appliances of education now carried forward in the State, declaring 'knowledge to be a power to do evil, and that the possessors of superior knowledge employ it to fleece those who have less; declaring that there are already too many learned men; that the State is oppressed with them; that Colleges are a nuisance; that the professions of theology, law and medicine are overcrowded, and yet that, though the supply exceeds the demand, the articles grow dearer and dearer, contrary to the usual laws; that every graduate becomes a burden to the community, incapable of rendering a substantial equivalent for his support, and yet eating up the over-produce of any five ordinary men.'"